Words That Work

Notice how writers shape sentences for readers and goals.

5.P.AC.2.c "Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two short sentences, circle the question, and box the longest sentence. These different structures help writers reach different readers and goals.

Garden Messages

1. At recess, Maya taped a note beside the school garden gate. "Stop at the path. Look for bees. Walk around the flower bed." Her note used large letters and plenty of space. Students heading outside could read it while backpacks bumped their shoulders and friends called from the playground. A small drawing of a bee pointed toward the path.

2. During lunch, the principal read a message over the intercom: "Have you seen the new tomato plants? Please keep balls away from their beds, so the plants can grow strong roots." She paused after the question. Then she added, "Classes may visit the garden on Friday, if the paths stay clear." The message reached students eating in every part of the cafeteria.

3. That evening, the garden club sent adult volunteers an email about Saturday's workday. It explained that volunteers would spread mulch after checking the weather, because wet soil can pack tightly around plant roots. The email also listed gloves, water bottles, and a meeting time. Before signing up, readers could choose a job from a link at the bottom.

2 ANSWER WITH EVIDENCE

Use the passage

1. The gate note has three short commands. What do these commands help students do as they enter the garden?

2. Why might the principal open the intercom message with a question instead of beginning with the request?

3. The phrase “so the plants can grow strong roots” follows a comma. How does this added part support the request to keep balls away?

4. Compare the gate note and the volunteer email. Which one uses a more detailed sentence, and why is that a sensible choice for its readers?

3 YOUR TURN

Your own words

Write a two-sentence sign for younger students near newly planted seeds. Use one short command and one longer sentence that tells why students should follow the command.

ANSWER KEY

Words That Work

GRADE 5 · 5.P.AC.2.c

PART 1 · READ AND MARK

Underline two short sentences, circle the question, and box the longest sentence. These different structures help writers reach different readers and goals. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	The gate note has three short commands. What do these commands help students do as they enter the garden?	**They give fast, clear directions to stop at the path, watch for bees, and walk around the flower bed.**
2	Why might the principal open the intercom message with a question instead of beginning with the request?	**The question can catch students' attention and make them think about the tomato plants before hearing the request.**
3	The phrase "so the plants can grow strong roots" follows a comma. How does this added part support the request to keep balls away?	**It gives a reason for the request by explaining that protecting the beds helps the plants grow roots.**
4	Compare the gate note and the volunteer email. Which one uses a more detailed sentence, and why is that a sensible choice for its readers?	**The volunteer email uses a more detailed sentence because adult volunteers need information about the work, weather, and soil.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Stay on the path. The new seeds need undisturbed soil so they can grow.

Accept responses that connect sentence length or structure to the intended readers and purpose. For Part 3, accept any two-sentence sign with a clear short command and a longer sentence that gives a relevant reason.